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ABSTRACT

This manual was designed to assist schools receiving consolidated application funding in their development of a comprehensive educational program and in their writing of a school plan to reflect that program. The funds administered through the consolidated application are from both state and federal programs designed to improve the quality of the school program. The task of those participating in the consolidated application funding program is to examine the effectiveness of the school program and its responsiveness to student needs, interests, and ways of learning, and then to restructure the existing program to make it as effective and responsive as possible. Chapter 1 describes the program requirements to be met in operating programs through the consolidated application. Chapter 2 contains a summary of requirements that a written plan must meet. The appendices are basic educational references chosen to assist program planners. The programs included in the consolidated application include the School Improvement Program; Titles I, IV-B, and IV-C of the Elementary Secondary Education Act; the California State Compensatory Education Program; the Limited-English-Speaking Program; the Non-English-Speaking Program; California State Preschool Funding; the American Indian Education Program; the Miller-Unruh Program; and the staff development programs funded by California Assembly Bill 551. (Author/JM)

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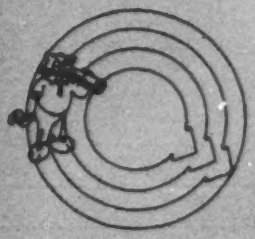

SCHOOL PROGRAM DEVELOPMENT MANUAL

for Schools Funded Through the Consolidated Application 1980-81

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1980

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ERRATA

SCHOOL PROGRAM DEVELOPMENT MANUAL

Page 3 - Replace: The requirements for preschool apply to eligible low-income or educationally disadvantaged students in the schools funded through State Preschool funding; ESEA, Title I; EIA; SCE. With: The requirements for preschool apply to eligible low-income and educationally disadvantaged students in the schools funded through State Preschool funding; ESEA, Title I; EIA; SCE.

Page 8 - Replace: However, since the bilingual education program is not required for FES students, the notification to their parents must seek written approval or written disapproval of participation. With: However, since the bilingual education program is not required for FES students, the notification to their parents must seek written disapproval of participation.

Page 16 - Replace: Only children who have been immunized must be admitted. With: Only children who have been immunized shall be admitted.

Page 18 - Replace: All contracts with a total cost in excess of $1,000 must be described or identified, including identification of contractor; justified in terms of program and student need; and submitted for approval in the school plan. With: Each contract with a total cost in excess of $1,000 must be described, including identification of contractors and justified in terms of program and student need.

Page 32 - Replace: All contracts with a total cost in excess of $1,000 must be described, including identification of contractors, and justified in terms of program and student need and submitted for approval on page 7, Part II, of the Common Pages. If funds are budgeted for contracts with unspecified contractors, an amendment to the budget must be submitted for approval when the proposed contractor is identified. With: The school must list, on page 7, Part II, each contract with a total cost in excess of $1,000 as well as justification in terms of program and student need. Identification of contractors must also be included. If funds are budgeted for contracts with unspecified contractors, an amendment to the budget must be submitted for approval when the proposed contractor is identified.

Page 51 - Replace: The program description includes instructional support activities for the preschool participants. With: The program description includes instructional and instructional support activities for the preschool participants.

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INTRODUCTION

The purpose of this School Program Development Manual is to assist those schools receiving consolidated application funding in their development of a comprehensive program for their students and in writing a school plan to reflect that planned program. This manual is the 1980-81 edition of what was previously called the Manual of Requirements and includes a more detailed explanation of plan approvability. Last year this explanation was found primarily in the Full School Plan, 1979-80, Reviews' Manual.

When using the manual, it is important to note that all of the funding sources within the consolidated application have a common purpose--that of improving the quality of education experienced by the students at the school. Whether the funds are intended for all students, as with School Improvement funding, or for selected students identified because of special needs (ESEA, Title I; Economic Impact Aid), they are to be used by schools to help make their existing school program more fully meet the needs for each student.

Although consolidated application funds must be used to supplement, not supplant, existing resources, program planners at a school must understand that their task is not to decide how to "add on" to the existing program or how to plan extra projects which will help students overcome deficiencies resulting from earlier educational experiences at the school. Rather, the task of the planners is to examine the effectiveness of the existing program (measured by achievement of students) and its responsiveness to student needs, interests, and ways of learning (measured by such processes as the Handbook for Assessing an Elementary/Secondary School Program). The primary challenge then becomes how to restructure the existing program in order to make it as effective and responsive as possible using current and additional resources.

This manual contains three major sections. Chapter I describes the program requirements which must be met in operating programs funded through the consolidated application. Chapter II contains a summary of requirements which a written plan must meet. The appendices are basic educational references to assist program planners.

All schools receiving School Improvement, Title I, or EIA/SCE funding are to take the following planning steps: assess program and student needs, develop objectives, plan the program, develop a year-round process for planning and evaluating the program and allocating school resources. In carrying out these steps, each school begins by recognizing how effective its current program is in meeting the needs of its students and then by determining how the program can be made more effective for individual students, for subsets of the student population, and for all students participating in the programs at the school--funded through the consolidated application.

While the planning process begins with the student's current educational program and how it may be made to be more effective through the use of these additional monies, the activities to be provided by the consolidated application funding source(s) are determined by the requirements of the funding sources received by the school.

Chapters I and II of this manual will assist schools in designing programs and plans that are compliant with the laws and regulations governing the use of the funds received. These chapters are organized so as to indicate first those requirements that apply to all School Improvement, Title I, or EIA/SCE schools and, secondly, those requirements specific to each of the funding sources. School planners should identify clearly the parts of Chapters I and II that apply to their school program and refer to these chapters throughout the process of planning. Once the school plan is drafted, school planners should refer to Appendix E--Summary of Requirements for Written Plans to assure that the written plan is compliant with the requirements for the funding sources received by the school.

I. PROGRAM REQUIREMENTS

The various laws administered through the consolidated application all have as their primary goal the improvement of the quality of school program and the benefits that the improvement will bring to each student participating in the programs. When a program is of high quality, it will meet the needs and interests of each student, allowing him or her to achieve mastery of the basic skills and, beyond that, to achieve to the maximum of his or her ability.

While the particular requirements of the various funding sources differ regarding students to be served and the curricular areas to be addressed, they all share the requirement of addressing the entire program for participating students in each area of the planned program. Generally, the activities provided through the special funds relate to only a portion of the program in an area; nevertheless, such activities should be provided in recognition of students' total instructional experience in a given area.

- The requirements of School Improvement apply to all students in the funded grade levels in SIP funded schools (Education Code sections 52000-52040).

- The requirements of ESEA, Title I, and State Compensatory Education (SCE) apply to participating educationally disadvantaged students in funded schools (Title I, Elementary and Secondary Education Act of 1965; PL 95-561, 1978; Economic Impact Aid (EIA), Education Code sections 54000-54020).

- The requirements for services to limited- and non-English-speaking (LES/NES) students apply to all limited- and non-English-speaking students in all schools (K-12) regardless of funding (Education Code sections 52160-52179).

- The requirements for preschool apply to eligible low-income or educationally disadvantaged students in the schools funded through State Preschool funding; ESEA, Title I; EIA; SCE.

- The requirements of American Indian education apply to all schools with ten or more American Indian students regardless of funding (PL 874; PL 95-561, Title XI, 1978; State Board of Education Policy, June 1976).

- The requirements of Miller-Unruh are applicable for either kindergarten through grade three, or grade four through six reading programs in the funded schools (Education Code sections 54100-54180).

- ESEA, Title IV-B (library resources and instructional materials), ESEA, Title IV-C (innovative school projects), and AB 551 (staff development programs) meet their respective requirements in applications submitted separately; however, the funding and major activities of these programs must be described in the school plan so as to present a complete picture of the consolidated application program at every school.

A. INSTRUCTIONAL AND RELATED PROGRAM REQUIREMENTS

In this section, the required characteristics of instruction will be discussed, followed by the curricular requirements for School Improvement and Title I/SCE (including Title I/SCE schoolwide programs), bilingual programs, preschool, American Indian students, and Miller-Unruh.

1. Required Characteristics of Instruction: How to provide a high quality instructional program for each participating student clearly depends on student and program needs at each school. Circumstances, instructional materials used, teaching methodologies, for example, can and must vary in response to student needs and interests. Nonetheless, many of the characteristics of a quality program from the perspective of the students are common to all consolidated application programs. These common characteristics and those that are specific to funding sources are prescribed by law and regulation.

a. Characteristics Common to All Schools:

- Teaching methods, materials, and subjects that are responsive to individual student needs, strengths, interests, and way of learning.

- Continuous progress for each student in all curricular areas and the opportunity for students to learn at a rate appropriate to their abilities.

- Instruction of sufficient quality to promote the development of each student's maximum potential.

b. School Improvement:

- Instruction planned to meet the special needs of LES/NES students, students with exceptional needs or abilities including the gifted, and educationally disadvantaged students.

- Development of critical thinking and independent judgment for each student, within three years for elementary schools or five years for secondary schools, in all areas of the curriculum.

- Classroom and school environment conducive to learning and to the personal and social development of each student.

- Opportunities for each student to pursue educational interests.

- In secondary schools, alternatives in size, location, and make-up of learning groups in all areas of the program, including community-based learning.

- In secondary schools, opportunity for students to demonstrate proficiency in any area of the curriculum in order to waive course-hour requirements and pursue an elective course of study.

c. Title I/SCE: Consideration of programs designed to sustain the gains of the participating students.

The characteristics of instruction apply to the whole instructional program within the scope of the funding category of the school. For example, in a Title I/SCE school, the characteristics apply to the way in which basic skills and multicultural education are taught to participating students. In School Improvement schools, the characteristics apply to the whole program being offered. If a School Improvement school is phasing in some instructional areas each year (see 2a. below), then the characteristics are required for those areas being implemented.

The Handbook for Assessing an Elementary School Program and the Handbook for Assessing a Secondary School Program contain criteria for judging program quality and should be used for reference.

2. Curriculum Content: The instructional program of the school must have the preceding characteristics. The choice of curricular areas in a school program beyond those mandated in the Education Code (sections 51200 through 51269) is a local responsiblity, subject to the following consolidated application requirements:

a. School Improvement:

- Participating students must acquire the basic skills: reading, language, writing, and mathematics.
- Participating students must develop multicultural awareness and knowledge.
- All curricular areas in an elementary school's program must be phased into School Improvement within three years.
- All curricular areas in a secondary school's program must be phased into School Improvement within five years.
- The instructional program must provide for each student to develop personal responsibility, self-esteem, social responsibility, and respect for others.

b. Title I/SCE:

- Participating students must acquire the basic skills: reading, language, writing, mathematics.
- Participating students must develop multicultural awareness and knowledge.
- Each funded curricular area must be chosen on the basis of an annual assessment of the educational needs of the Title I/SCE students.

- Title I/SCE funds budgeted to a curricular area must be used to buy excess cost services in that area.

- Excess cost services may be provided in reading, language (writing), and/or mathematics.

- Excess cost services may be provided in other curricular areas only if basic skill needs of students are being met and student needs in these other areas of the curriculum have a high priority.

- The SCE program must provide for preparing students for postsecondary education, training, or employment (secondary).

- Title I/SCE participants must be chosen in accordance with the specific criteria established by the school district, as stated in the district funding application, the A-127D.

- The excess cost services (or resources) provided by Title I/SCE funds must go only to Title I/SCE participants. They must not be used for the general needs of the school, for all students in the school, or for all students in specific grades in the school. In no instance can a school's entire multicultural program be funded by Title I/SCE.

- The services that the Title I/SCE participants receive from state and local funds must be equivalent to the services provided to all other students. The excess cost services must not exclude the Title I/SCE participants from the regular ongoing school program.

- Since the requirements for Title I and SCE are identical, the services provided to participating students are the same. Therefore, a staff member may be funded by both Title I and SCE with no requirement for distinguishing use of time between the two. However, when staff are multifunded using Title I/SCE and other funds, care must be taken to make sure that the amount of time spent in Title I/SCE duties is commensurate with their funding from Title I/SCE. Time accounting records can verify this.

- Attention must be given to Title I/SCE programs designed to ensure that Title I/SCE participants can "sustain the gains" they have made in the Title I/SCE program. Summer programs, extended day, and intermediate and secondary level programs can assist Title I/SCE participants in maintaining a higher level of achievement and accomplishment.

c. Title I/SCE Schoolwide Programs[1]: A school is eligible for a Title I schoolwide project if 75 percent or more of the school's students are economically disadvantaged. Assessment of individual student Title I eligibility is required in order to establish the proration of Title I and district or state EIA resources. On the recommendation of the district advisory council and the school advisory council, certain schools receiving Title I and/or SCE funding may apply for such a schoolwide program through the 1980-81 A127-D district application. A schoolwide program is subject to the same regulations as other Title I/SCE programs with the exception of the restrictions on excess cost services.

- All students must acquire the basic skill of reading, language, writing, mathematics.
- All students must develop multicultural awareness and multicultural knowledge.
- Supplemental services (basic skills or other areas) based on assessment of need of all students are provided for all students, i.e., entire program enrichment for all students.

d. Bilingual Education Programs: All schools, regardless of funding, are required to provide a state bilingual education program (AB 1329) of either partial, full, or bilingual-bicultural instruction at any grade level, kindergarten through grade six, where there are ten or more LES/NES students with the same primary language. Whether referred to as the (a), (b), (c) programs or the partial, full, bilingual-bicultural education programs, the required curriculum content of programs is the same.

For LES/NES students in the bilingual program, the required curriculum consists of:

- English language development, reading, and writing--all using an English as a second language approach
- The introduction of English language reading at a specified and planned point in the students' language growth
- Primary language development, reading, and writing
- Multicultural education and mathematics instruction using the primary language

[1] See Title 5, California Administrative Code, sections 4500-4501 and 4503; ESEA, Title I, amendments of November 1978 (PL 95-561).

For fluent-English-speaking (FES) students in the bilingual program, the required curriculum consists of:

- The school's regular all English curriculum
- The offering of second language instruction in the primary language of the LES/NES students

A more detailed discussion of the bilingual program's content is found in the Bilingual Education Services Guide, published by the Department of Education. (See Appendix I.)

In each bilingual classroom, there must be no more than 66 percent LES/NES students, unless the percent of LES/NES students in the total school enrollment exceeds 66 percent. In such case, the number of LES/NES students in each classroom may be no greater than 10 percent above the percentage in the total LES/NES school enrollment. In any bilingual education classroom, all the LES/NES students are to have the same primary language. For example, in a Spanish bilingual classroom, the primary language of each LES/NES student is Spanish. LES/NES students with other primary languages such as Portuguese or Russian are not to be in a Spanish bilingual classroom.

Each principal teacher of the LES/NES students must be a bilingual cross-cultural teacher unless the position is under waiver, in which case, the teacher in the position under waiver must have the assistance of a bilingual cross-cultural teacher aide.

Parents must be notified prior to the enrollment of any student in a bilingual program. Written in both English and the primary language, this notification to parent or guardian must include: (a) a description of the program's content and purposes; (b) an invitation to visit the program; (c) an opportunity to participate in the district or school committee on bilingual education; and (d) an invitation to come to the school for a conference concerning the program's objectives.

Since the bilingual education program is required for LES/NES students, the notification to the parents of LES/NES students must state that unless the school is requested in writing to assign the student to a non-biligual classroom, the student will be placed in the required program. No parent approval of participation is required. However, since the bilingual education program is not required for FES students, the notification to their parents must seek written approval or written disapproval of participation.

According to Section 4306 of Title 5, California Administrative Code, the average performance level of FES participants should, wherever possible, be at least at the average performance level of the respective grade level of the respective grade of the program.

e. Bilingual Individual Learning Programs (BILPs): All schools, regardless of funding, must a provide a bilingual individual learning program for each LES/NES student not in the state bilingual education program. In kindergarten through grade six, BILPs are required for each LES/NES student withdrawn by his or her parent or guardian from the state bilingual education program and each LES/NES student in grades with fewer than ten LES/NES students of the same primary language.

In grades seven through twelve, the BILP is the required instructional minimum for each LES/NES student. The state bilingual education program (the (a), (b), (c) programs) may be offered in grades seven through twelve at the option of the school. BILPs are not necessary for students in grades seven through twelve who participate in the state bilingual education program provided that program is described in the school's plan and meets the minimum BILP requirements which follow.

Bilingual individual learning programs must contain the following instructional features:

- They must include activities in which the student learns English as a second language.

- They must include instructional activities in which the student's primary language is used in an educationally supportive manner.

- The individual learning plan must be based on an evaluation of the individual student and developed in consultation with the student (secondary schools) and his or her parent or guardian.

- The bilingual individual learning plan must provide bilingual learning opportunities through the use of a bilingual cross-cultural teacher or bilingual cross-cultural teacher's aide. Bilingual cross-cultural teacher aide is defined as an aide fluent with both English-speaking pupils and with pupils in a bilingual bicultural program. Such an aide must be familiar with the cultural heritage of the limited-English-speaking pupils in the bilingual classes to which he or she is assigned. Nonemployees of the district, volunteers, and cross-age tutors may be designated as meeting this definition.

The school must describe these bilingual individual learning programs in writing, and the programs must be kept on file along with a list of participating students by name, grade, and language.

Note that schools that receive only EIA-LES/NES funding and do not have ten or more LES/NES students per grade level are required to provide, at a minimum, services to LES/NES students through bilingual individual learning programs.

Schools that did not anticipate the requirement for an (a), (b), or (c) bilingual program based upon enrollment projections (April, R-30 report)[2] that have more than ten LES/NES students per grade level, K-6, with the same primary language when school starts in September must serve the LES/NES students with Bilingual Individual Learning Programs, while they plan to implement an (a), (b), or (c) program as soon as possible. The school must implement the (a), (b), or (c) program no later than the following year.

If the school anticipated ten or more LES/NES students per grade level, K-6, with the same primary language based on enrollment projections (R-30 report), planned an (a), (b), or (c) program, and the enrollment of LES/NES students was fewer than ten per grade level, the district may choose whether to operate the (a), (b), or (c) program or to provide Bilingual Individual Learning Programs.

f. Preschool Requirements: Preschool programs may be funded from three sources: state preschool funds; ESEA, Title I funds; and State Compensatory Education funds. Preschool programs are part of the consolidated application. If a preschool, operated by a school district, is not located at a school with other consolidated application programs in the kindergarten through grade twelve range, the preschool would submit its own plan. If a preschool is located at a school that is receiving Title I/SCE or SIP funding, the preschool program must become part of that school's consolidated application program and plan.

Preschools have definite limitations regarding eligibility for enrollment. Preschool participants must be between three years nine months and the legally eligible kindergarten age (four years and nine months). Enrollment priorities should be established for LES/NES, children with exceptional needs,[3] and children from families with special circumstances.

Preschool participants must be from verified low-income families. In addition, preschool programs funded by Title I/SCE must serve only children living in designated target areas.

The following are preschool curriculum requirements:

- Language development
- Reading and mathematics readiness (cognitive development, gross and fine motor activities, all modes of perceptual training)

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[2] The April, R-30 report contains data submitted by a school district regarding LES/NES enrollments on a school-by-school basis. This report is the basis for planning and providing bilingual programs for the next year.

[3] State Preschool Guidelines, State Department of Education, 1979, page 3. See also Title 5, California Administrative Code, Section 4425.

- Multicultural education

- Art and science

- Music, dance, drama

- Physical, social and emotional development, including health, nutrition, and safety

These curricular areas should be designed to include not only planned educational experiences, but they should also be balanced with spontaneous self-directed play emphasizing interaction with other children and with adults.[4]

g. American Indian Students: The following policy of the State Board of Education applies to all schools, regardless of funding:

> Each district with a significant number of American Indian students enrolled in any of its schools has a responsibility to these students. Significant American Indian student population is defined as being ten or more identified American Indian students in any school. In order to provide for positive action to provide equal educational opportunity for American Indian students at such a school, the school's comprehensive school-level plan should include appropriate assessment and a program description specific to the culturally related needs of the American Indian students. At schools with fewer than ten American Indian students, there is no requirement for a specific plan for these students; in this case, the school must address their educational needs individually.[5]

If the school is receiving funding under PL 95-561, Title XI (formerly Title IV under the Indian Education Act), the Johnson O'Malley Act, or Native American Indian Education (AB 1544), the needs of the American Indian students are considered as being addressed as part of the application for these funds. The provision of services to the American Indian students through these funds should be noted in the consolidated application school plan. If, however, the school has ten or more American Indian students and is not receiving special funding for these students, the school is expected to take note of the "special educational and culturally related academic needs" of the American Indian students and address these needs in its comprehensive plan and program.

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[4] State Preschool Guidelines, State Department of Education, 1979, pages 6-9.

[5] The text of this policy statement is in the appendix. Public Law 95-561, Title XI, may also be consulted regarding the responsibilities of LEAs to American Indian students.

h. Miller-Unruh: A school's total allocation for Miller-Unruh specialist teachers must be used in kindergarten through grade three or in grades four through six. They must be relieved of all regular teacher and administrative duties. For example, the Miller-Unruh reading specialist must not be used as an administrative assistant, a vice-principal, a substitute for absent teachers, or other personnel, nor be assigned to supervise recess or the school yard. Their responsibilites are as follows:

- Grade one--supplement the reading instruction for all students
- Grades two and three--small group or individual reading instruction for students with reading disabilities
- Grades four, five, and six--small group or individual reading instruction for students with reading disabilities

A Miller-Unruh reading specialist may assist in the school's efforts to improve the instructional skills of those persons who have responsibility for the students in those grades to which the Miller-Unruh reading specialist provides services.

Miller-Unruh reading specialists are no longer required to administer state-mandated reading tests; the use of Miller-Unruh Pupil Profile Cards is optional.

The State Department of Education authorizes Miller-Unruh reading specialist positions for specific schools; therefore, transfers of positions from one school to another within a district must be approved by the State Department of Education.

School districts must not use School Improvement Program, Title I, or State Compensatory Education funds to make up the difference between the Miller-Unruh reading specialist's actual salary and the amount apportioned per position by the State Department of Education.

B. INSTRUCTIONAL SUPPORT REQUIREMENTS

For instructional programs to be fully effective, they must be well supported by the school and the district in the areas of staff development, parent involvement and education, and health and guidance. The district strategies to assist schools may be an integral part of this portion of the schools' planned program, and, if so, they should be clearly identified as such. This section describes staff development, parent education, parent involvement, and health and guidance requirements.

1. Staff Development Requirements

a. Requirements Common to All Schools Receiving School Improvement, Title I, or State Compensatory Education Funds:

- Staff development must be provided for all certificated, paraprofessional, other appropriate classified, and volunteer personnel involved in the program.

- Staff development must be clearly related to the instructional program design to meet student needs and to the unmet needs of staff members.

- Staff development must be related to the unmet needs of the school staff to plan and evaluate the planned program.

- Schools with a multicultural population must provide staff development, multicultural and intergroup activities appropriate to the needs of the school population.

- Staff development activities must provide for the joint participation of certificated, paraprofessional, and other appropriate classified and volunteer personnel.

b. School Improvement:

- Staff development objectives must address an increase in identified staff skills and knowledge.

- Staff development must be provided for school site councils and other advisory councils as necessary for them to carry out their mandated functions of planning, implementing, and evaluating the planned program.

- Staff development activities must be planned with the membership of the councils, and the council members must be provided appropriate materials in order to carry out their functions.

- Staff development must be planned to allow for a diversity of staff development activities.

- Staff development must be designed and implemented by classroom teachers and other participating school personnel (with the aid of outside personnel, as necessary).

- Staff development must be conducted during time set aside during the school year, including release time.

- Staff development must be evaluated and modified continually by participants (with outside aid, as necessary).

- The school principal and other administrators must be active participants in staff development activities.

c. Title I/SCE:

- Staff development objectives must address an increase in identified staff skills and knowledge.

- Staff development must be provided for school advisory councils as necessary for them to carry out their mandated functions of planning, implementing, and evaluating the planned program.

- Staff development activities must be planned with the membership of the councils, and the council members must be provided appropriate materials in order to carry out their functions.

d. Partial, Full, and Bilingual-Bicultural Education Programs:

- Staff development must include activities that identify and improve bilingual teaching methodologies.

- Staff development must include activities that identify and improve bilingual cross-cultural instruction skills.

e. Preschool Program[6]: Teaching and supervisory personnel, paid assistants, and parent and community volunteers are required to take part in a program of in-service training.

This training should consider:

- The needs, duties, prior training, and education of all staff members (including parents and volunteers)

- Separate preservice training for inexperienced staff or volunteers

- In-service training emphasizing the mutual and complementary roles of all staff in the program

- Specifically designed joint training should be provided for teachers and aides

2. Parent Involvement and Education Requirements

a. School Improvement:

- Parents must be involved in the planning, implementation, and evaluation of the school program.

- The program must provide for active involvement of parents in the classroom and in other program activities (elementary only).

- Instruction in child growth and development must be offered to parents (elementary only).

[6] State Preschool Guidelines, California State Department of Education, 1979, page 9.

b. Title I/SCE:

- Parents of participating students must be involved in the planning, implementation, and evaluation of the school program.

- Parent education must be provided and must include information on ways in which parents can assist children in benefitting from the program.

c. Partial, Full, and Bilingual-Bicultural Education Programs: The primary language of the LES/NES students must be used in activities for parents.

d. Preschool Programs[7]: The program must provide for parent participation in a variety of ways and should include the following:

- Parents are expected to participate regularly in the classroom and in parent meetings. The mandated adult/child ratio of 1:5 cannot be met unless parent or other volunteers participate on a regularly scheduled basis in the classroom.

- Regular parent education meetings should be held eight times a year.

- Parent education meetings should be planned in cooperation with parents.

- Teachers and other appropriate staff members are expected to make regularly scheduled home visits.

3. Health, Environment, and Guidance Service Requirements

a. School Improvement:

- In elementary schools, an assessment of the health needs of the students must be made.[8]

- The school must provide for each student to develop emotional, physical, and mental health.

- The school must provide an environment which fosters positive relationships.

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[7] State Preschool Guidelines, California State Department of Education, 1979, pages 4, 6, and 7.

[8] Meeting this requirement is in addition to those health services mandated by the Education Code.

- In secondary schools, each student must receive timely advice about learning options, career opportunities, and advice about school-related or personal matters responsive to his or her needs.

b. Title I/SCE:

- In elementary schools, an assessment of the health needs of the students must be made.

- The availability of health, nutrition, and social services through local, state, and federal agencies shall be explored. These services are to be utilized wherever appropriate before using Title I/SCE funds for such services.

c. Preschool Programs:[9]

- Preschool programs must include a health plan, including health education.

- Each child must have a complete medical examination within a reasonable time prior to or after enrollment.

- Only children who have been immunized must be admitted.

- Paid and volunteer personnel must have a tuberculosis clearance.

- Each child must be examined daily for indication of illness.

- Nutrition must be provided in the program.

C. EVALUATION REQUIREMENTS

Each school with School Improvement, Title I/SCE, or Preschool funding must plan evaluation procedures to be used in judging the effectiveness of the program and in modification of the planned program. The school must address in the evaluation:

- The implementation of the planned program
- The quality of the program in operation
- The outcomes of the program for students and staff

There must be opportunities for the involvement of parents, community representatives, classroom teachers, other school personnel, and students (secondary schools only) in the evaluation of the planned program.

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[9] State Preschool Guidelines, California State Department of Education, 1979, pages 8-9.

The evaluation must include an assessment of the match between expenditures and the planned program budget. In all School Improvement schools, the evaluation must also include an assessment of the school environment.

In all Title I/SCE schools the evaluation must include objective measurement of the educational achievement of the participating students in the basic skills at least once during the school year. This measurement of student achievement need not be the same test that was used to select the Title I/SCE participants.

In Title I/SCE schools, the district governing board must present the evaluation of the Title I/SCE program to the Title I/SCE advisory council.

Schools must include a plan to evaluate the progress of the LES/NES students in an (a), (b), or (c) bilingual instruction program and the effectiveness of the services for students with Bilingual Individual Learning Programs.

D. BUDGETING AND RESOURCE ALLOCATION REQUIREMENTS

All of the funds in schools receiving consolidated application funding must be allocated through the school budget. Funds from each consolidated application funding source must be budgeted separately; together, these budgets become the school's consolidated program budget. The budget for School Improvement is established by the school site council. The Title I/SCE budget is developed with the advice and counsel of the Title I/SCE school advisory council.

EIA funds for LES/NES students, Miller-Unruh funds, and State Preschool funds have definite limitations regarding allowable areas of expenditure. School Improvement Program, Title I/SCE, and AB 551 (funds for staff development) funds may be budgeted in any expenditure category in a school budget; however, certain expenditures are not allowable. These are items that school districts would be expected to provide for their schools, e.g., site improvements, including landscaping or painting of school premises, transportation equipment, and so forth. The direct program-related needs for other types of expenditures must be clearly established by the SSC or SAC and fully justified in terms of benefit to participating students. Expenditures of this type are classroom furniture and office equipment such as typewriters, file cabinets, and duplicating machines.

Care must be taken in planning all the expenditures in the consolidated application program so that these funds are used to supplement the locally funded program. The funds must not be used to fund a portion of the regular base program provided by the district. Title I/SCE budgeted activities are in addition to all other activities budgeted through SIP, Miller-Unruh, and/or Native American Indian Education Program, as well as the district based program.

The centralized services funds utilized by the school are an integral part of the school program and budget and as such are planned by the school and district together. Centralized services may not amount to more than

10 percent of the Consolidated Application funding unless special justification is given in the A-127D. When centralized services are allocated against more than one funding source, the amount charged against each funding source must be proportionate to the services provided by that funding source.

All contracts with a total cost in excess of $1,000 must be described or identified, including identification of contractor; justified in terms of program and student need; and submitted for approval in the school plan.

E. RESTRICTIONS ACCOMPANYING ALL CONSOLIDATED APPLICATION FUNDING

1. The Consolidated Application program must not segregate students by race, ethnicity, religion, sex, or socioeconomic status. The program must not:

- Create special tracks for the educationally disadvantaged.

- Establish adjustment, pregrade, or junior grade classes for educationally disadvantaged.

- Physically isolate children from their classmates on a scheduled daily basis except:

  Elementary--On a temporary basis (as a result of a comprehensive diagnostic assessment) until the diagnosed need has been alleviated. (This instruction does not substitute for instruction in the regular classroom.)

  Secondary--For a limited portion of the day (as a result of a comprehensive diagnostic assessment of student needs) and such assignment will terminate when the diagnosed need has been alleviated.

2. Consolidated Application funds must not be used in place of local and other state funding. They must be used to provide program services that are in addition to those provided from other state and local funds.

3. The equipment, materials, and supplies purchased with Consolidated Application funds must be used only with or for students eligible for program services from each funding source.

II. THE WRITTEN PLAN

This chapter describes who must submit written plans, the format to be used in writing the plan, and what must be included, addressed, or reflected in the plan.

A. THE SCHOOLS THAT DEVELOP AND SUBMIT PLANS

1. Schools Required to Submit Plans: The instructions for written plans contained in this chapter apply to all schools that receive School Improvement; ESEA, Title I; EIA-State Compensatory Education (SCE) funding. Preschools operated by school districts and funded from state preschool funds, Title I, or SCE are required to develop written plans either as part of a site school plan or singly, if the preschool is not located at another school. Schools that are required to offer (a), (b), or (c) type bilingual instruction and receive funds through the consolidated application also must describe the bilingual instructional program as a part of the school's written plan. Schools receiving EIA-LES/NES funding only are discussed in item 3 below.

2. Exempt Schools: Schools which have only Miller-Unruh; AB 551 staff development; ESEA, Title IV-B; and/or ESEA, Title IV-C (singly or in combination) do not need to submit a written plan as part of the consolidated application.

3. Schools with EIA-LES/NES Funds Only: AB 65 requires that each school receiving EIA funds develop and submit a plan to the State Department of Education. For schools that receive EIA-SCE, SIP, and/or Title I funds in addition to EIA-LES/NES monies, this requirement is met by the development and submission of a comprehensive school plan using Option 1, 2, or 3. For schools which receive only EIA-LES/NES funds (but not EIA-SCE, SIP, and/or Title I), the following requirements apply:

   a. Schools Receiving Only EIA-LES/NES Funds with 21 or More LES/NES Students: All kindergarten through grade twelve EIA-LES/NES funded schools with 21 or more LES/NES students must have a bilingual education committee and must submit a plan for a program which meets the program requirements of the preceding chapter and the plan requirements of this chapter. If a school has ten or more LES/NES students of the same primary language at a grade level kindergarten through grade six, the school must provide (a), (b), or (c) type bilingual instructional program and must develop a program plan for the bilingual program classrooms. The plan must also include a description (see the following paragraph) of the BILPs for LES/NES students not served in the bilingual program.

b. All kindergarten through grade twelve EIA-LES/NES funded schools that have 21 or more LES/NES students, but fewer than ten LES/NES students of the same primary language at any grade level, must also have a bilingual education committee and must provide services to LES/NES students through bilingual individual learning programs. In such instances, each school must develop and the district must submit to the Department at least the school plan common pages (except for page 6) and a brief description of the following:

- How student needs are to be assessed as a basis for designing the BILPs
- The process for consulting with the student and his or her parent or guardian regarding the BILPs
- The format for BILPs (See Chapter I.)
- How student achievement in academic skills will be evaluated as a basis for measuring effectiveness of the services provided to LES/NES students

c. Schools Receiving Only EIA-LES/NES Funds with 20 or Fewer LES/NES Students: All kindergarten through grade twelve EIA-LES/NES funded schools that have 20 or fewer LES/NES students and that are not required to have a bilingual education advisory committee and, in addition, do not have ten or more LES/NES students of the same language at any grade level have a choice of formats for describing their bilingual individual learning program. The program description may be a common district-level description of the BILPs for several such schools or a description developed by each school.

In all cases, the program description must contain school plan common pages (except for pages 3 and 6) and a brief description of the following:

- How student needs are to be assessed as a basis for designing the BILPs
- The process for counseling with the student and his or her parent or guardian regarding the BILPs
- The format for BILPs (See Chapter I.)
- How student progress will be evaluated as a basis for measuring effectiveness of the services provided to LES/NES students

If these schools have ten or more LES/NES students of the same language at a grade level, they must provide an (a), (b), or (c) type bilingual program and must develop a program plan for the bilingual program classrooms.

4. Nonpublic Schools: The district is responsible for the submission of the plan or plans to provide Title I services to students in nonpublic schools. The particular approach used for describing these services is up to the district. The description of these services may be incorporated in one or more public school plans; or there may be a separate district plan for services in all nonpublic schools; or there may be a separate plan for each nonpublic school.

5. Programs for Neglected or Delinquent Students: Special forms and instructions for programs enrolling neglected or delinquent students will be provided to the agencies responsible for such programs. Any questions regarding these programs should be addressed to:

California State Department of Education
District Support Services
721 Capitol Mall
Sacramento, CA 95814

6. Compensatory Education Summer Schools: Both Title I and State Compensatory Education summer schools may be operated to serve identified students. Specific plan requirements for these programs are forthcoming from the State Department of Education.

B. THE OPTIONAL FORMATS FOR SCHOOL PLANS

The three optional planning formats used in previous years have been retained for the 1980-81 school year. Each format allows schools to address the necessary elements of the school program differently and to fit the elements together in ways that will work best for them. The planning formats are Option 1, the component development model; Option 2, the integrated program model; and Option 3, the U-Do-It model.

Whichever option a school chooses for 1980-81, a rereading of the Planning Handbook can be helpful, as it outlines the advantages and disadvantages inherent in each school plan format. The school should use the planning format that is most understandable and useful to the school planners.

C. BASIC REQUIREMENTS THAT MUST BE MET IN THE SCHOOL PLAN

The requirements that must be met in the written plan are of several kinds. They include:

1. Participation and Budget Data: All schools in the consolidated application must submit annually information on program participants and proposed budget expenditures (including Miller-Unruh; AB 551; ESEA, Title IV-B; and ESEA, Title IV-C). This information is submitted in the school plan Common Pages: Forms and Instructions, 1980-81. These Common Pages, along with the school plan or modifications to the school plan, must be submitted to the Department of Education by July 1, 1980.

2. Curricular Areas in School Improvement:

- Elementary schools which began School Improvement iplementation in 1977-78 or earlier must cover all curricular areas in the plan for 1980-81.
- Elementary schools which began implementation in January or July of 1979 must cover all curricular areas in their plan for 1981-82. Their plan for 1980-81 is for the second year of implementation and must indicate which curricular areas are addressed in the 1980-81 plan and which will be addressed in 1981-82. A sample format for meeting this requirement is:

Area of the school program	Will address in 1980-81	Will address in 1981-82
Fine arts	x	
Social studies		x
Mathematics	x	
Language arts	x	
Writing	x	
Reading	x	
Science		x

- Secondary School Improvement schools must cover all curricular areas in their plan for the fifth year of implementation. Prior to that, secondary schools must indicate in their written plan when all areas of their school program will be included in their planned program. An example of a possible format to use to meet this requirement is given below:

Area of the school program	Will address in 1980-81	Will address in 1981-82	Will address in 1982-83
Fine arts	x		
Science			x
Guidance		x	
Mathematics		x	
Social sciences	x		
Physical education . . .			x
Occupational education .		x	

- Modifications to the school plan must be submitted along with the Common Pages if a school receiving School Improvement funding is in its first planning cycle and is phasing additional curriculum areas of the school program into the planned program or, as a result of ongoing planning and evaluation activities, the school program has been modified so that the plan no longer reflects the program in operation.

3. Results of the Planning Process: Each school plan must include the results of each of the planning steps. There must be[10]:

- Assessment summaries
- Objectives
- Description of the planned program, including program activities, ongoing planning, and yearly evaluation activities
- Resources allocation, including the budget

[10]See the Planning Handbook for a more thorough discussion of the planning steps.

4. Coverage of Required Content: Each school plan must cover the required content identified in Section D of this chapter as appropriate to the funding sources received by the school and the population of students at the school. For example, schools receiving Title I/SCE funding must describe the excess cost services provided the participating Title I/SCE students.

5. Understandability of the Written Plan: All parts of the school plan must be understandable enough for:

- The planners to recognize what the agreements are
- The school staff to know what they are expected to implement
- An outside reader of the plan to know what he or she can expect to see at the school when the planned program is implemented

6. Potential Effectiveness of the Planned Program: School programs are planned with the overall goal of enhancing each student's achievement, enriching the school program, and making school a pleasant, productive place to be. In the development of the planned program, school planners must give consideration to how effective the program they have planned will be for the students and others at the school site in meeting this goal. For example, in planning for use of Title I/SCE funds, school planners must consider the extent to which the planned excess cost services will contribute to a high quality program for the participating students.

It is important to note that while each of the requirements of potential effectiveness need not be specifically addressed in the written plan, it must be evident to the readers of the plan that these requirements will be met by the planned program in operation.

D. REQUIREMENTS SPECIFIC TO CONTENT, UNDERSTANDABILITY, AND POTENTIAL EFFECTIVENESS OF THE SCHOOL PLAN

This section is organized by the steps in the planning process. That is, the requirements for content, understandability, and potential effectiveness of assessments are addressed in the first part, those for objectives in the next part, followed by those for program description and resources allocation.

Note that while the content requirements are funding source specific or, in the case of schools with LES/NES students, specific to the bilingual program, the requirements for understandability and potential effectiveness apply to all school plans, regardless of funding sources received or student population being served.

1. Assessment Summaries: Assessment summaries may be defined as a condensation of the most relevant conclusions in a given area of assessment. The summaries must state the conclusions the planners have reached after analyzing the information they have gathered.

Requirements related to assessment summaries:

- For areas designated as high quality in School Improvement schools, the SSC may use several data sources to assist it in determining a high-quality curricular area: The Handbook for Assessing an Elementary School Program, The Handbook for Assessing a Secondary School Program, longitudinal year-end evaluation data, CAP longitudinal testing data, and so forth. The results of this determination of high quality must be included in the school plan.

- Schools with School Improvement and Title I/SCE must assess all students at the School Improvement funded grade levels, and, in addition, must assess the Title I/SCE participants in the basic skills and multicultural education. However, if no Title I/SCE funds are budgeted in the multicultural education program area, the multicultural assessment done for all students will suffice as the Title I/SCE assessment. The same procedure holds for language or writing.

  If Title I/SCE funds are used in support areas, i.e., staff development, parent involvement, parent education, health and guidance, there must be a supporting assessment of need in those areas.

- Schools with Title I/SCE funding must assess Title I/SCE student needs in basic skills, multicultural education, and staff development, but they need not provide excess cost services in all of those areas. If the needs assessment of the Title I/SCE students demonstrates that, for example, writing and mathematics are the greatest areas of need, the school may develop excess cost services in those areas only.

- The Title I/SCE assessment of need must be conducted annually.

- Elementary School Improvement schools must conduct a comprehensive needs assessment every three years, prior to the beginning of a new three-year plan cycle.

- Secondary School Improvement schools have five years in which to plan a program which covers the instructional areas offered by the school; however, they, too, must conduct a reassessment by the end of the third year. In this reassessment, it may be necessary to conduct an in-depth examination in some areas while in others the program may have reached a high quality level.

- Schools with ten or more American Indian students should assess the needs of these students. (If the school is participating in an American Indican education program through Johnson O'Malley; ESEA, Title XI; or AB 1544 funding, this will already have taken place. The school should identify on page 2 of the Common Pages the American Indian Education program in which it is participating.)

a. Content of Assessment Summaries: An assessment summary must be present in the following areas. The assessment summaries must address all participants:

(1) School Improvement:

- All instructional and support areas contained in the plan
- Any program area in which School Improvement funds are budgeted
- Any areas designated as high quality
- Staff development for all adults involved in implementing the program

(2) Title I/SCE:

- All instructional and support areas contained in the plan
- The basic skills (reading, language, writing, mathematics) and multicultural education
- Any area in which Title I/SCE funds are budgeted
- Staff development--for all adults involved in implementing the program

(3) Preschool Programs:

- All instructional and support areas contained in the plan
- Individual child development (a mechanism for continuing individual assessment of each child's development is needed)

(4) Bilingual Programs: All kindergarten through grade six schools with either a partial, full, or bilingual bicultural education program must include assessment summaries in the plan for the LES/NES students.

- In English as a second language development, reading and writing
- In primary language development, reading and writing
- In mathematics, a separate assessment for LES/NES students is necessary if these students have not been included in other mathematics assessments.

b. Understandability of Assessment Summaries:

(1) The assessment summaries must be clear enough to give direction for setting objectives and deciding on program activities.

(2) The assessment summaries must convey clearly the educational needs of the students and the capacity or quality of the program.

c. Potential Effectiveness of the Assessment Summaries: The assessment must be of sufficient depth and scope to permit the development and implementation of a high quality program:

(1) The summaries must reflect the assessment of needs of all students, including the educationally disadvantaged, LES/NES, American Indian, and students with exceptional needs and abilities, including the gifted, and must not be limited solely to student achievement.

(2) The summaries must reflect an assessment of the capacity of the school staff and the resources available to the school to implement the planned program.

2. Objectives: Objectives are expectations set by the school planning group, derived from information gained in the needs assessment, program monitoring, and yearly evaluation. Objectives state the expected results of the planned program. Although objectives are required for all areas of the written plan, performance objectives are required in certain areas. Performance objectives state clearly what the students (or adults) will accomplish and exactly how that accomplishment will be judged. Performance objectives identify who will be able to do what and how well, when it will happen, and how it will be evaluated.[11] Requirements related to objectives:

- School Improvement schools must have performance objectives for the basic skills and multicultural education as these curricular areas are phased into their planned program.
- Title I/SCE schools must have performance objectives which cover each area in which excess cost services are provided to participating students.
- Preschool performance objectives addressed to the readiness skills of the preschool students must take into consideration the wide range in the developmental rates of young children. "The performance objectives must allow for flexibility in defining such terms as competency and success in relation to expectancies."[12]

a. Content of Objectives: There must be performance objectives which include all of the following areas. The performance objectives must address all program participants.

(1) School Improvement:

- Reading
- Language
- Writing
- Mathematics
- Multicultural education
- Staff development performance objectives for all staff and volunteers

[11] The Planning Handbook, State Department of Education, 1978.

[12] State Preschool Guidelines, State Department of Education, 1979, page 6.

(2) Title I/SCE:

- Reading
- Language
- Writing
- Mathematics
- Multicultural education
- Staff development performance objectives for all staff and volunteers

(3) Preschool Programs:

- Reading readiness skills
- Language development
- Math readiness skills
- Multicultural education
- Staff development performance objectives for all staff and volunteers

(4) Bilingual Programs: All kindergarten through grade six schools with either a partial, full, or bilingual-bicultural education program must have LES/NES student performance objectives in both English and the primary language of the LES/NES students.

- In English as a second language development, reading and writing

- In primary language development, reading and writing

- In mathematics and multicultural education, separate performance objectives for LES/NES students are necessary if these students have not been included in other mathematics and multicultural performance objectives.

b. Understandability of the Objectives:

(1) The objectives must tell clearly what the participants will be able to do (performance objectives) or what will be accomplished.

(2) The objectives must tell how success in reaching the objectives will be measured, determined, or judged.

c. Potential Effectiveness of the Objectives:

(1) The objectives must be challenging enough to ensure motivation and progress for all students as well as staff and parents involved in the program.

(2) The objectives must relate clearly to the assessment and the priorities established in the assessment.

(3) The methods used in measuring the achievement of the objectives must give information that will be useful in future planning.

3. Program Description[13]: Requirements related to program description:

- Since School Improvement is the total program for students at funded schools, or funded grade levels, the major instructional activities described in the written plan must reflect that total program. Schools in their first planning cycle must describe the major instructional activities in the curricular areas as they are phased into School Improvement. In the plan for the third year of implementation for elementary schools or fifth year for secondary schools, all instructional areas offered by the school will be described in the school plan.

- Title I/SCE plans are developed, written, and revised on a three-year cycle also, but the written plan must meet all requirements in the first year of the cycle and be kept current through revisions for the second and third year. Title I/SCE plans must meet all requirements at all times.

- Title I/SCE excess cost services must be described in a plan in such a way that the exact type and amount of additional program services that will be provided Title I/SCE participants are precisely specified: what type of service, how much, and the amount of time. In approved schoolwide projects, the excess cost services are not separately described for Title I/SCE participants.

- Title I/SCE plans in both elementary and secondary schools must describe the total program (including base) in each instructional area or support area where funds are budgeted. The entire program must be described in the Title I/SCE funded area and excess cost services to Title I/SCE students clearly defined. These services should be related to the information in the needs assessment.

- Schools operating either partial, full, or bilingual-bicultural education programs must meet all requirements for the program at all times. There is no phase-in provision.

- Schools that have ten or more American Indian students and that are not already participating in an American Indian education program (PL 95-561, Title XI; Johnson O'Malley; or AB 1544) should describe the specific activities designed to meet the needs of the American Indian students.

- Schools with ESEA, Title IV-B and IV-C funding, in addition to SIP, Title I, or SCE, must describe the activities of these programs as part of their consolidated application program.

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[13]See the Handbook for Assessing an Elementary School Program, the Handbook for Assessing a Secondary School Program, and the Full School Plan, 1979-80, Reviewer's Manual for help in developing program descriptions.

a. Content of Program Description

(1) School Improvement:

- Major instructional activities
- Major support activities
- Ongoing planning activities
- Evaluation activities
- Areas declared to be of high quality
- Instructional strategies for educationally disadvantaged, LES/NES, students with exceptional needs and abilities, including gifted students

(2) Title I/SCE:

- Major instructional activities (base program plus excess cost services) in any instructional area in which Title I/SCE funds are budgeted
- Major support activities (base program plus excess cost services) in any support area in which Title I/SCE funds are budgeted
- Identified excess cost services
- Ongoing planning activities
- Evaluation activities

(3) Bilingual Program: Schools required to provide either a partial, full, or bilingual-bicultural education program must have a program description which includes the following areas for LES/NES students:

- Language, reading, and writing in both English as a second language and the primary language
- Criteria for the introduction of English language reading to LES/NES students. The criteria are to include at least the minimum level of oral English language proficiency and the minimum level of reading proficiency in the primary language which must be achieved prior to introducing English reading.
- Utilization of the primary language in mathematics and multicultural education
- Multicultural education which focuses on the history and culture of the LES/NES students

(4) Preschool Program: Preschool programs must describe the major instructional activities, the major support activities, the ongoing planning activities, and the evaluation activities in the program. In describing the program activities, the emphasis should be on how the individual needs of the students are being met.

b. Understandability of the Program Description:

(1) The program description must be understandable enough for those involved in planning to know what agreements have been made and for the school community to know what the program will be and what will happen in the program.

(2) The program description must be understandable enough for staff and others at the school to use the plan as a guide for implementing and managing the program. The planned activities must describe what the students and/or adults will be doing.

c. Potential Effectiveness of the Program Description:

(1) The planned activities of the instructional program must indicate responsiveness to the needs, strengths, interests, and ways of learning of the students.

(2) It must be evident through the program description that the planned instructional program will enable continuous progress for the students.

(3) It must be evident through the relationship of the planned instructional activities to the assessment summaries and through the articulation and coordination of the various parts of the program that successful learning experiences can result for the planned instructional program.

(4) It must be evident through the program description that staff and parents and community members will develop and use the skills and knowledge needed to implement effectively the planned program.

(5) The program description must indicate that the parents will be active partners with the school in the education of their children.

(6) The program description must indicate how resources will be coordinated to support effectively the instructional program.

(7) It must be evident that the ongoing planning and evaluation procedures described in the plan will assist the school in monitoring the program and in planning modifications of the program for continuing program improvement.

4. Ongoing Planning and Evaluation: A description of the ongoing planning processes and areas of emphasis must be included in the school plan. How this is done is the option of the school; it may be put on a separate page or it may be interwoven into the description of the program activities. The evaluation procedures used by the school also must be described in the school plan, either separately or by program areas. Although the school need not describe in the school plan how it plans to compose the evaluation report containing the items just listed, the school should give attention to planning how it will obtain the information needed to report to the district board on the evaluation of its consolidated programs. The implementation, quality, and outcomes of the program must be evaluated as well as the achievement of the Title I/SCE students and the conformance of expenditures to the planned budget. The school may wish to describe some of the mechanisms or activities used to gain this information in its plan. School-level evaluation plans should include documentation of student outcomes related to the requirements of school plans such as:

- The extent to which students make continuous progress and learn at a rate appropriate to their abilities
- The extent to which students master basic skills in language development, reading, writing, and mathematics as expressed in locally adopted standards of proficiency
- The extent to which improvement in student attendance, student behavior, classroom environment, and school environment have improved or already meet standards agreed upon by the school site council
- Where appropriate, the extent to which secondary schools are successful in the preparation of greater numbers of students from underrepresented groups in four-year institutions of higher education to become eligible for admission to the University of California system and the Califoria State University system of postsecondary education
- Other locally determined outcome measures

5. School-Level Budget and Resource Allocation: The school must record on the appropriate pages of the Common Pages: Forms and Instructions how it has allocated the funds in its consolidated program.

All consolidated application funds received by the school will appear in the school budget, including Miller-Unruh; Native American Indian Education Program; ESEA, Title IV-B; and ESEA, Title IV-C (if the Title IV-C project is totally within the respective school).

The school must list, on page 7, Part I, all anticipated capital outlay items if the total cost is in excess of $1,000 as well as justification for the purchase of each item in terms of student benefit in the funded program. Purchase of capital outlay items must be supported by the needs assessment (taking into consideration existing school program, available resources, student needs, and the planned instructional program) and must be reasonable in terms of the program planned.

All contracts with a total cost in excess of $1,000 must be described, including identification of contractors, and justified in terms of program and student need and submitted for approval on page 7, Part II, of the Common Pages. If funds are budgeted for contracts with unspecified contractors, an amendment to the budget must be submitted for approval when the proposed contractor is identified.

The centralized services, both direct and allocated, appear on page 8. District staff and the SSC must have discussed the services and amounts for the School Improvement Program.

A program budget is entered on page 9 for each funding source in the school. The budget headings are entered in a manner that corresponds with the organization of the school plan. The position title and the number of personnel hired in each position should be entered in the budget for each funding source. When positions are multifunded, be sure to enter the amount or proportion from each funding source. It should be clear how many persons are hired in each category, how they are paid, and what proportion of their salaries comes from each funding source. The budget for approved schoolwide projects (Title I/EIA) must account separately for each funding source.

A complete budget is established as part of the planning process. After the school year has begun, however, there may be a need to change the budget either because:

- The amount allocated to the school by the district is changed.
- The school planners decide that a shift from one category of expenditure to another should be made.

For shifts <u>within</u> individual budget categories or small increases or decreases in amounts budgeted by category, no submission of the changes to the State Department of Education is required. Submission of the modified budget <u>is</u> required when the cumulative increase or decrease in any of the four categories below exceeds 10 percent:

- Ten percent of the total amount (from <u>all</u> consolidated funding sources) for object of expenditure classification 1100
- Ten percent of the total amount (from <u>all</u> consolidated funding sources) for object of expenditure classification 1300
- Ten percent of the total amount (from <u>all</u> consolidated funding sources) for object of expenditure classification 2100
- Ten percent of the total amount (from <u>all</u> consolidated funding sources) for all other object of expenditure categories combined

6. District Strategies to Assist: The ways in which the district is assisting its schools in School Improvement must be described in its school plans unless the descriptions for each school are in the District Master Plan. This description includes how the district will be helping its schools in planning, implementing, evaluating, and modifying their programs. Districts with School Improvement funding must also assist their Title I/SCE schools in program implementation and evaluation. Title I/SCE schools in such districts must describe in their plans the ways in which the district is assisting them.

If a portion of the district assistance is derived from Consolidated Application resources, this portion of the assistance would be described on the centralized services budget pages in the school plan "Common Pages: Forms and Instructions."

If the school/district is in a cooperative, the cooperative assistance derived from consolidated application resources would also be described on the centralized services budget page.

If the assistance to the school is derived from the district, county, or other sources, it may be described in the appropriate portion of the program description. It should be clearly identified as being part of the district strategies to assist the school.

Appendix A

INSTRUCTIONS FOR SCHOOLS RECEIVING FUNDING
FROM LOCAL STAFF DEVELOPMENT PROGRAM FUNDS
UNDER AB 551, ARTICLE 1

A. If a district received local staff development funds under AB 551, Article 1, during 1979-80, then it must (a) complete the appropriate pages of the A-127D if it wishes to continue receiving funding during 1980-81; and (b) modify its district master plan to reflect any changes. (See instructions below in part D.1.)

B. If a school received local staff development program funds under AB 551, Article 1, during 1979-80, then it must submit by July 1, 1980, (a) completed pages 1, 2, 8, and 9 of the School Plan for Consolidated Programs, 1980-81 (common pages); and (b) modifications to its school plan for 1980-81. (See the instructions in part D.2 below.) If school plan modifications are not submitted, the Department will assume that the school program for 1980-81 is identical to the one described and submitted for 1979-80.

C. On March 15, 1980, the Department will announce whether or not the additional funding for 1980-81 is expected to be included in the Governor's budget in July 1980. If additional funds are expected to be appropriated, then the districts and schools which wish to apply for local staff development funds will be requested to submit their applications by completing the information required for the district master plan and school plan for staff development by June 1, 1980.

D. The instructions for the staff development district master plan and staff development school plan, which were mentioned in parts A and B, are listed below:

1. Instructions: Staff Development District Master Plan

At a minimum, the district staff development master plan must include the following:

a. A brief summary of the district's procedures for selecting schools as AB 551 applicants. The summary must include at least the criteria outlined in California Administrative Code, Title 5, Education, Section 4204.

b. The districtwide plan for the phase-in of all schools which choose to establish local staff development programs.

c. A brief description of the district strategies (i.e., the district support system) to help schools, upon request, to plan, implement, and evaluate local staff development programs.

d. A brief description of how the district-level staff development components of all permissive and mandatory programs will be integrated and coordinated.

e. A brief description of the district design for the evaluation of staff development programs. The design shall provide for evaluation of the implementation process of the programs and resultant improvement in the instructional skills of personnel and in student achievement in a wide variety of basic, academic, personal, social, and career skills and competencies. Baseline student achievement data shall be gathered in the first year of the program, and they subsequently need not be obtained until the third year of the program.

2. Instructions: Staff Development School Plan

At a minimum, the local staff development school plan must include or address the items listed below. These minimal requirements may be addressed individually or grouped together and addressed collectively.

a. The annual objectives, which have been developed by a representative group, as defined in California Administrative Code, Title 5, Education, Section 4203(a).

b. The activities planned by a staff development planning group, as defined in California Administrative Code, Title 5, Education, Section 4203(b), to be carried out in order to achieve the objectives.

c. The process for obtaining the participation and support of certificated personnel in the development of the staff development program.

d. How the school will provide opportunities for all school personnel to participate in ongoing staff development activities based on a systematic identification of pupil and personnel needs.

e. How the school staff development components of all permissive and mandatory programs will be integrated and coordinated.

f. How the school will provide for diversity in staff development activities, including, but not limited to, small-group activities, self-directed learning, and systematic observation during visits to other classrooms or schools.

g. How participating school personnel, with the aid of outside personnel as necessary, will evaluate and modify the staff development program on a continuing basis.

h. How the school principal and other administrative personnel will be involved as active participants in one or more activities implemented in the staff development program.

NOTE: Schools may request, as part of their staff development program application, the provision of time during the regular school year to conduct local staff development programs. They will receive full average daily attendance reimbursement under the provisions of Education Code Section 46300. Such time may not exceed eight days each year for each participating staff member (Education Code Section 44670.6).

Appendix B

POLICY STATEMENT ON NATIVE AMERICAN EDUCATION IN CALIFORNIA

Summary of Current Needs

The State Board of Education and the State Department of Education recognize:

That in the State of California there are over 60,000 Native American students;

That every student in California is entitled to equal access to educational opportunity--to provide this for Native American students will require both program modification and expansion in order to fully recognize the cultural uniqueness of Native American students and address their special educational needs;

That there is a need for data collection, coordination of programs and resources, and clarification of policies relating to educational services to meet the educational needs of Native American students.

Therefore, the State Board of Education and the State Department of Education, with this policy statement, provide the State of California direction in fulfilling these needs.

Definitions

For the purpose of clear interpretation of the policy statement, definitions of terms used are listed below:

1. "Native American Students" are the students who were identified as being Native American (Indians) in the statewide Native American Education Survey under the requirements of PL 92-318, Title IV.

   "Indian" means any individual living on or off a reservation, who: (a) is a member of the tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member; or (b) is considered by the Secretary of the Interior to be an Indian for any purpose; or (c) is an Eskimo or Aleut or other Alaska Native.

2. "Significant Native American student population" is defined as being ten or more identified Native American students in any school in any district.

It is the policy of the California State Board of Education and the California State Department of Education that:

Our commitment to equal educational opportunity for all students of the state include the provision and improvement of education programs to meet the special educational needs of each Native American student residing in the state. In line with this commitment, it is our intent that:

A. Programs developed to meet the special needs of Native American students should meet the goal of providing equal educational opportunity for Native American students.

B. If less than ten (10) Native American students are enrolled in a school, then individual educational needs must be addressed, but a school plan for Native American students need not be developed.

C. All districts with significant Native American student populations in any public or private school within the district should take action to provide equal educational opportunity to those students. Only private schools with programs funded by state or federal funds shall be covered by these policies.

D. Positive action by a district to address "C" above should include, but not be limited to, preparation and implementation of a suitable plan for that purpose, as part of the comprehensive school-level and district-level plan required under the consolidated application for categorical funds.

E. Programs for the education of Native American students should be developed at the local level with appropriate involvement of and coordination with the local Native American community. The Department will provide professional and technical assistance as required or requested.

F. Native American language programs be developed to allow Native American students to maintain their culture and heritage which is vital to their identity.

G. Native American research and data collection programs be developed within the Department utilizing the Native American Education Unit so that information on Native American education will be available to students, parents, community groups, teachers, administrators, legislators, and other interested persons.

Appendix C

REFERENCES ON MULTICULTURAL EDUCATION

California Administrative Code, Title 5, Education

Section 3935. Multicultural Education. All schools participating in programs funded through the consolidated application shall provide multicultural education. Where a district racial and ethnic survey reveals a multicultural population at a school, that school shall provide multicultural and intergroup activities appropriate to the needs, including staff development, at each school.

California Education Code

Section 52015. (School Improvement Plan) Each plan shall include:

(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to: . . .

(3) Develop knowledge and skills in other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education.

(4) Pursue educational interests and develop esteem for self and others, personal and social responsibility, critical thinking, and independent judgment. . . .

(d) Improvement of the classroom and school environments, including improvement of relationships between and among pupils, school personnel, parents, and the community, and reduction of the incidence among pupils of violence and vandalism.

Section 44560. (Teacher Preparation) On and after July 1, 1974, each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. For purposes of this article a school shall be considered to have a substantial population of students of diverse ethnic backgrounds where 25 percent or more of all the students in the school are of diverse ethnic backgrounds.

Appendix D

SCHOOL AND DISTRICT COUNCIL/COMMITTEE REQUIREMENTS

1. School Improvement Program

SCHOOL COUNCILS/COMMITTEES

Membership	Selection of members	Responsibilities
Half of the council consists of the principal, classroom teachers, and other school personnel (teachers are in the majority). The other half of the council in elementary schools consists of parents and community members not employed by the district. The other half of the council in secondary schools consists of students and parents or other community members in equal numbers. (EC §52012)	Peer selection: Classroom teachers by classroom teachers, other school personnel by other personnel, students by students, parents and community members by parents of students attending the school. (EC §52012) The selection of members and the composition of the group conform to the legal requirements. (EC §52012)	Develops and recommends the school plan to the governing board for approval (EC §52034(a)) Reviews with the principal, staff, and students the implementation of the program and its effectiveness (EC §52021) Annually reviews the plan, establishes a new SIP budget, and makes modifications as necessary (EC §52021) Considers participating/continuing in the school improvement program (EC §§52011(b), 52021)

DISTRICT COUNCILS/COMMITTEES

Membership	Selection of members	Responsibilities
None required		

2. ESEA, Title I — SCHOOL AND DISTRICT ADVISORY COUNCIL REQUIREMENTS

SCHOOL ADVISORY COUNCIL

Membership	Selection of members	Responsibilities
First group of schools: When there is not more than one FTE staff member and not more than 40 participating students, a school advisory committee is not required. (PL 95-561, §125,a,2,B) Second group of schools: When there is either more than one FTE staff member or more than 40 participating students and less than 75 participating students, an advisory committee is required in which a majority of the members must be parents of the students to be served by the program. (PL 95-561 §125,a,2,A,i) Also, any teacher in a project school is eligible to be elected regardless of residence. (PL 95-561 §125,a,3)	Any committees: All members must be elected by parents who reside in the school attendance area. (PL 95-561 §125,a,2,A,ii and C, ii)	All committees: The LEA shall give the committee responsibility for advising on program planning, implementation, and evaluation. (PL 95-561 §125,b) The committee shall participate in planned training programs and workshops. (PL 95-561 §125,d,e)
Third group of schools: When there are 75 or more participating students, an advisory committee is required in which: - A majority of the members must be parents of the students to be served by the program. - There must be a minimum of eight members elected for two-year terms. - The committee members may be re-elected. (PL 95-561 §125,a,2,c) - Any teacher in a project school is eligible to be elected regardless of residence. (PL 95-561 §125,a,3)		Third group of schools: In addition, a committee in this group of schools must meet a sufficient number of times during the year to carry out its responsibilities. The meeting locations shall be determined by the committee. (PL 95-561 §125,a,2,C,iii) The committee members shall elect officers of the committee. (PL 95-561 §125,a,2,C,ii)

DISTRICT ADVISORY COUNCIL

Membership	Selection of members	Responsibilities
A majority of the members shall be parents of children to be served. (PL 95-561 §125,a,1,A) The committee shall include representatives of children and schools eligible to be served by, but not currently participating in, the program. (PL 95-561 §125,a,1,C) Teachers serving a project school may be elected to the DAC regardless of their place of residence. (PL 95-561 §125,a,3)	Composed of members elected by parents in each district or composed of selected members from each SAC. (PL 95-561 §125,a,1,B)	The LEA shall give the committee responsibility for advising on program planning, implementation, and evaluation. (PL 95-561 §125,3,b) The committee shall participate in planned training programs and workshops. (PL 95-561 §125,d,e)

SCHOOL ADVISORY COUNCILS

Membership	Selection of members	Responsibilities
In any school having both ESEA, Title I, funds and SCE funds, the SAC must be established in accordance with Title I requirements and is a joint Title I/SCE committee. In any school having SCE funds but not Title I funds, the SAC must be established in accordance with Title I requirements.		

DISTRICT ADVISORY COUNCILS

Membership	Selection of members	Responsibilities
In any district with both ESEA, Title I, funds and SCE funds, the DAC must be established in accordance with Title I requirements and is a joint Title I/SCE committee.		

4. State Preschool

SCHOOL AND DISTRICT ADVISORY COUNCIL/COMMITTEE REQUIREMENTS

SCHOOL COUNCILS/COMMITTEES

Membership	Selection of members	Responsibilities
Fifty-one percent of members must be parents of children currently enrolled in the preschool program. (Guidelines)	It is preferable that the chairperson be a parent. (Guidelines)	Advise agency or district on planning, development, operation, and evaluation of the program. (Guidelines)
The committee should include teachers, aides, support personnel and administrators, representatives of community service agencies, and community members. (Guidelines)		Meet regularly or at least eight times a year. (Guidelines)

DISTRICT COUNCILS/COMMITTEES

Membership	Selection of members	Responsibilities
Fifty-one percent of members must be parents of children currently enrolled in the preschool program. (Guidelines)	It is preferable that the chairperson be a parent. (Guidelines)	Advise agency or district on planning, development, operation, and evaluation of the program. (Guidelines)
The committee should include teachers, aides, support personnel and administrators, representatives of community service agencies, and community members. (Guidelines)		Meet regularly or at least eight times a year. (Guidelines)

5. Staff Development, Article 1

SCHOOL AND DISTRICT ADVISORY COUNCIL/COMMITTEE REQUIREMENTS

(If the school does not already have a school site council established under school improvement programs, then two groups of people must be identified, although neither is called a council or committee.)

SCHOOL COUNCILS/COMMITTEES

Membership	Selection of members	Responsibilities
First, the school must convene a representative group, including teachers, principal, other certificated staff members, parents, other community members, and, in the secondary schools, students. (T5 §5203(a))	First group: Local responsibility	First group: Develop annual staff development objectives consistent with Education Code Section 44670.3. (T5 §4203(a))
Second, the school must convene a staff development planning group, including the principal and representatives of the school's certificated personnel. Classroom teachers must be the majority of this group if it is designing programs for instructional personnel. (T5 §4203(b))	Second group: The classroom teachers must be selected by classroom teachers. (T5 §4203(b))	Second group: Plan staff development program which is consistent with objectives developed by above group. (T5 §4203(b))

DISTRICT COUNCILS/COMMITTEES

Membership	Selection of members	Responsibilities
None required		

6. Bilingual Education Committees (Education Code Section 52176; California Administrative Code, Title 5, Section 4311)

SCHOOL AND DISTRICT ADVISORY COUNCIL/COMMITTEE REQUIREMENTS

SCHOOL COUNCILS/COMMITTEES

Membership	Responsibilities
Each school with more than 20 limited-English-speaking pupils shall establish a school-level advisory committee on which parents or guardians, or both, of limited-English-speaking pupils constitute membership in at least the same percentage as their children and wards represent of the total number of pupils in the school. The school may designate for this purpose an existing school-level advisory committee, or subcommittee of such an advisory comittee, provided the advisory committee or subcommittee, where appropriate, meets the criteria stated above. The parents or guardians of LES/NES students shall elect the parent members of the school advisory committee (or subcommittee, if appropriate). All such parents shall be provided the opportunity to vote in the elections. Each school bilingual advisory committee shall have the opportunity to elect one member of the district advisory committee, except that districts with more than 30 school bilingual advisory committees may use a system of proportional or regional representation.	Each school advisory committee maintained pursuant to this section shall be responsible for advising the principal and staff in the development of a detailed master plan for bilingual education for the individual school and submitting the plan to the governing board for consideration for inclusion in the district master plan. It shall also be responsible for assisting in the development of the school needs assessment and language census. School districts shall provide all members of district and school advisory committees with appropriate training materials and training which will assist them in carrying out their responsibilities pursuant to subsection (c). Training provided advisory committee members in accordance with this subsection shall be planned in full consultation with such members, and funds provided under this chapter may be used to meet the costs of providing such training to include the costs associated with the attendance of such members at training sessions.

6. Bilingual Education Committees (Education Code Section 52176; California Administrative Code, Title 5, Section 4311) (cont.)

DISTRICT COUNCILS/COMMITTEES

Membership	Responsibilities
Each school district with more than 50 limited-English-speaking pupils shall establish a districtwide advisory committee on bilingual education. Parents or guardians, or both, of limited-English-speaking pupils who are not employed by the district shall constitute a majority of the committee, unless the district designates for this purpose an existing districtwide advisory committee on which parents or guardians, or both, of limited-English-speaking pupils have membership in at least the same percentage as their children and wards represent of the total number of pupils in the district, provided that a subcommittee on bilingual-bicultural education on which parents or guardians, or both, of limited-English-speaking pupils constitute a majority is established. Each school bilingual advisory committee shall have the opportunity to elect one member of the district advisory committee, except that districts with more than 30 school bilingual advisory committees may use a system of proportional or regional representation.	The district advisory committee and subcommittee, if applicable, shall be responsible for at least seven specific tasks. These tasks shall be to advise the district governing board regarding: 1. Establishment of a timetable for development of a district master plan for bilingual education. 2. Conducting of a districtwide needs assessment on a school-by-school basis. 3. Establishment of district program goals and objectives. 4. Recommendations as to which schools to include in each phase of expansion. 5. Development of a plan to ensure compliance with teacher and/or teacher aide requirements outlined in Education Code Section 52178. 6. Administration of the annual language census. 7. Development of district master plan for bilingual education. Such a district master plan will take into consideration the school site master plans for bilingual education required by Education Code Section 52176. School districts shall provide all members of district and school advisory committees with appropriate training materials and training which will assist them in carrying out their responsibilities pursuant to subsection (c). Training provided advisory committee members in accordance with this subsection shall be planned in full consultation with such members, and funds provided under this chapter may be used to meet the costs of providing such training to include the costs associated with the attendance of such members at training sessions.

Appendix E

SUMMARY OF THE REQUIREMENTS FOR WRITTEN PLANS

A. REQUIREMENTS FOR THE COMMON PAGES

1. Pages 1, 2, and 3

- The school board has approved the plan.
- All relevant information as to anticipated enrollment, participants, and funding has been entered.
- The dated signatures are on the assurances page, according to funding source.

2. Bilingual Education Services Data: A page 4 is included for each primary language group for which the school has an (a), (b), or (c) type bilingual education program.

- The total number of LES/NES students (from the April 1980 R-30 report) in the school has been entered.
- The number of students (by grade level) currently in an (a), (b), or (c) bilingual education program has been entered.
- The number of students currently receiving bilingual individual learning programs has been entered.
- The requested data have been entered for the bilingual classrooms.

3. School Councils and/or Committees

- The site councils or committees correspond to the funding sources received and/or the number of LES/NES students enrolled.
- The composition of the appropriate site councils and/or committees meets requirements (SSC, SAC, BEC, Preschool).

4. Selection of the School Site Council (specific to the School Improvement Program): The description of the procedures indicates:

- How each portion of the council was selected by peers.
- The term of office of members.
- The way membership vacancies will be filled (method of peer selection).

5. Capital Outlay Justification/Contracted Services Justification

- Capital outlay purchases in excess of $1,000 are listed and described (budget categories 6100, 6200, 6410, 6420, and 6490).
- Capital outlay purchases and contracts are planned to meet identified program needs.
- Capital outlay purchases and contracts in excess of $1,000 have been justified in terms of planned benefit to students in meeting the assessed program needs.
- Contracts in excess of $1,000 have been listed, described, and justified (budget categories 5600 and 5100).

6. Centralized Services

- The description of the centralized services (both direct support and allocated) identifies the services the school will receive.
- The described centralized services will assist the school in meeting the needs identified in the planned program, and the amounts allocated are reasonable and prudent in light of the services to be provided.
- The school site council has participated in discussions with the district staff on the amounts of School Improvement funds and services budgeted for centralized services (in accordance with the signature on page 3).
- When centralized services are allocated against more than one funding source, the amounts charged against each funding source must be proportionate to the services provided by that funding source.

7. Program Budgets: There is a proposed budget for each funding source in the school.

B. REQUIREMENTS FOR THE ASSESSMENT SUMMARIES

1. Content of the Assessment Summaries

- There are assessment summaries for each instructional and support area addressed in the plan.
- There is an assessment summary for each designated "high quality" area in a School Improvement Program.
- The assessment summaries cover the basic skills and multicultural education for Title I/SCE participants.
- The assessment summaries cover other instructional areas in which there are Title I/SCE excess cost services.
- The assessment summaries cover instructional areas of reading, writing, and language in both English as a second language and the primary language for the LES/NES students participating in a kindergarten through grade six bilingual program (a, b, or c).
- The assessment summaries cover the instructional and support areas in the preschool program.

2. Understandability of the Assessment Summaries

- The assessment summaries are clear enough to give direction for setting objectives and deciding on program activities.

- The assessment summaries convey clearly the educational needs of the students and the capacity or quality of the program.

3. Potential Effectiveness of the Assessment Summaries: The assessment is of sufficient depth and scope to permit the development of a high quality program:

- The summaries reflect the assessment of needs of all students, including the educationally disadvantaged, LES/NES, American Indian, and students with exceptional needs and abilities, including the gifted, and is not limited solely to student achievement.

- The summaries reflect an assessment of the capacity of the school staff and the resources available to the school to implement the planned program.

C. REQUIREMENTS FOR THE OBJECTIVES

1. Content of Objectives

- Performance objectives cover basic skills for all students in School Improvement programs (by the third year for elementary and fifth year for secondary schools).

- Performance objectives cover multicultural education (all students participating in the school program funded by SIP, Title I/SCE, Preschool).

- Performance objectives cover staff development.

- Performance objectives cover basic skills for participating Title I/SCE students.

- Performance objectives cover other instructional areas in which there are Title I/SCE excess cost services.

- Performance objectives cover the instructional areas of language, reading, and writing in both English as a second language and the primary language of the LES/NES students participating in a kindergarten through grade six bilingual education program (a, b, or c).

- Performance objectives at the readiness level cover the basic skills for preschool participants.

2. Understandability of the Objectives

- The objectives tell clearly what the participants will be able to do (performance objectives) or what will be accomplished.

- The objectives tell how success in reaching the objectives will be measured, determined, or judged.

3. Potential Effectiveness of the Objectives

- The objectives are challenging enough to ensure motivation and progress for all students as well as staff and parents involved in the program.

- The relationship of the objectives to the assessment is clear, and the objectives reflect the priorities identified in the assessment.

- The methods used in measuring the achievement of objectives will give information useful in future planning.

D. REQUIREMENTS FOR THE DESCRIPTION OF THE PLANNED PROGRAM

1. Content of the Program Description

- The program description includes all instructional areas offered by schools with a School Improvement Program (by the third year for elementary schools and by the fifth year for secondary schools).

- The program description includes a brief description of the program in any area assessed to be of "high quality" in the School Improvement Program.

- The program description includes instructional services in School Improvement schools to meet the needs of the educationally disadvantaged students, LES/NES students, and students who have exceptional abilities or needs, including the gifted.

- The program description includes the total program (base and excess cost activities) for the Title I/SCE participants in the basic skill areas and multicultural education and in any other instructional or support area in which Title I/SCE funds are budgeted.

- The description of the Title I/SCE excess cost services clearly identifies the services, describes the type and amount of services, describes the integration of the excess cost services with the regular or base classroom program, and links the excess cost services to the Title I/SCE program budget entries.

- The program description includes activities to meet the needs of the American Indian students (for schools with ten or more American Indian students not participating in a Johnson O'Malley; ESEA, Title XI; or AB 1544 program).

- The program description includes the following instructional services in a kindergarten through grade six bilingual education program, (a), (b), or (c), for the participating LES/NES students:

  - Language, reading, and writing in both English and the primary language of the LES/NES students

  - Criteria for the introduction of English language reading to LES/NES students

  - Use of the primary language in mathematics and multicultural education

  - Incorporation of history and culture of the LES/NES students in multicultural education

- The program description of the bilingual education program, (a), (b), or (c), describes the staff development activities in bilingual teaching methodology and bilingual cross-cultural education for the teachers and aides in the bilingual education program.

- For schools with EIA-LES/NES funds only and not required to have an (a), (b), or (c) bilingual education program, the description of the services to LES/NES students includes:

  - How student needs are to be assessed as a basis for designing the bilingual individual learning programs (BILPs)

  - The process for consulting with the student and his or her parent or guardian regarding the BILP

  - The format for BILPs

  - How student achievement in academic skills will be evaluated as a basis for measuring the effectiveness of the services provided to the LES/NES students

- The program description includes instructional support activities for the preschool participants.

- The program description includes support activities for students, staff, parents, volunteers, SSC, SAC, or bilingual education committee (BEC).

- The description of the support activities includes centralized services and district assistance strategies (unless these strategies are described in another document).

- The program description includes ongoing planning activities.

- The program description includes evaluation activities.

2. Understandability of the Program Description

- The program description makes clear the agreements of the planning group, and the program description will enable the community to know what the program will be and what will happen in the program.

- The program description is understandable enough for the staff and others at the school to use the plan as a guide for implementing and managing the program. The description of the planned activities makes evident what the students and/or adults will be doing.

3. Potential Effectiveness of the Program Description

a. The Instructional Program

- The planned activities of the instructional program indicate responsiveness to individual student needs, strengths, interests, and ways of learning.

- The planned instructional program will enable students to make continuous progress.

- It is clear that successful learning experiences can result from the planned instructional program.

b. Support of the Instructional Program

- The plan describes how staff and parents and community members will develop and use the skills and knowledge needed to implement effectively the instructional program.

- The plan describes how parents will be active partners with the school in the education of their children.

- The plan describes how resources will be coordinated to effectively support the instructional program.

c. Ongoing planning and evaluation: The ongoing planning and evaluation procedures decribed in the plan will assist the school in monitoring the program and in planning modifications of the program for continuing program improvement.

Appendix F

INEXPENSIVE BOOK DISTRIBUTION PROGRAM

Although this program is not a requirement of schools and it is not administered by the Department of Education, we have included information about it. We feel it is a most worthwhile program and will be a valuable addition to your school.

WHAT IS THE INEXPENSIVE BOOK DISTRIBUTION PROGRAM?

A Reading Motivation Program

- Gives Books to Children: It may also lend books in addition to giving, but one of the primary objectives is to provide program paricipants with books for personal ownership.

- Permits Free Selection of Books: The children are permitted to select freely, without adult interference, from a wide variety of books.

- Provides to the Children a Wide Variety of Books: On each occasion when children may select books, there is a wide variety of titles and reading levels available to each group of children.

- Give a Minimum Number of Books to Each Child: The project permits each child to participate in the following minimum number of book distributions and to receive the following number of books at a minimum:

  A project operating:

  - During the school year only: three books at three separate distributions.
  - During the summer months only: two books at two separate distributions.
  - Year-round: five books at three separate distributions.

- Has a Book Selection Committee: For the purpose of selecting the books to be purchased and made available to the children. This book selection committee is composed of at least three people and, ideally, represents a cross-section of the community such as parents, librarians, teachers, and other interested citizens.

- Provides Book-Relating Activities: In addition to conducting book distributions, the project provides activities designed to stimulate children's interest in books and reading. Often these events lead up to the day of actual book distribution. Each project conducts activities and events based on the interests of the children served and the resources available to the project.

- Notifies Parents and Guardians About the Program: Before the first distribution or other major activity takes place, the project provides information about the program to the parents and guardians of the children served. They use various means: letters home to parents; strategically placed posters; public media; or whatever means is most feasible for the project.

- Involves Parents in the Project: The project attempts to involve the parents of the children served in the planning and operation of the program.

- Serves All Children in the Group Equally: It does not serve one type of child to the exclusion of others in the group served.

WHO IS ELIGIBLE?

- Public agencies interested in operating reading motivation programs are eligible to submit proposals for consideration. For example, these include state and local government agencies; school systems; individual schools; public libraries.

- Private, nonprofit groups or organizations are also eligible. Project operators may include groups such as PTAs; community service organizations; day care centers; community and recreation centers; recreational organizations and youth camps; service clubs; local affilitates of national organizations; and many others.

- Children and youths, at least three years old, who are eligible to enroll in preschool, elementary, and secondary schools may participate in the program.

- Services must be provided equally to all eligible participants in any classroom or group, regardless of race, creed, color, ethnic origin, sex, religion, economic background, or level of academic achievement.

HOW DOES IT WORK?

- Books purchased with the federal and local matching funds must be inexpensive books. With few exceptions, these are paperback books.

- The federal and local matching funds may be used to purchase books only from specific book suppliers which have been approved by RIF and the U.S. Office of Education. RIF has negotiated agreements with these suppliers to provide special discounts and services to approved projects.

- Federal funds may match, dollar for dollar, local funds for the purchase of books. Some sources of local funds include donations from individuals, businesses, organizations, and foundations; state funds; local government funds. SIP funds may be used for local match.

- Both the federal funds and the local matching funds may be used only for purchase of books. These funds many not be used to cover salaries, operating costs, or other expenses.

- A minimum of $100 and a maximum of $150,000 in federal funds may be made available to a subcontractor within a single contract period.

WHOM DO I CONTACT FOR MORE INFORMATION?

Reading Is Fundamental (RIF)
L'Enfant 2500
Smithsonian Institution
Washington, DC 20560

Call collect:
- Smithsonian Institution (202) 381-6117
- Department of Education (916) 445-9317

Appendix G

LIST OF SELECTED REFERENCES

LAWS AND REGULATIONS

The 1976 California Education Code and supplements containing the statutes relating to education may be purchased for the total price of $45.15, including sales tax (1976 Code--$29.35; 1977 supplement--$8.55; 1978 supplement--$7.25).

The regulations of the Superintendent of Public Instruction and the State Board of Education implementing the Education Code, compiled as California Administrative Code, Title 5, Education, may be purchased for $22.79, including sales tax. In order to maintain the title up-to-date, a yearly charge of $56 will provide for register service.

All these publications can be purchased by mail from:

Department of General Services
Publications Sales
P.O. Box 1015
North Highlands, CA 95660

These publications may also be purchased over the counter at 744 P Street, Sacramento, CA (916-445-0238).

Elementary and Secondary Education Act, PL 95-561, 1978 (federal law)

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Code of Federal Regulations, Title 45 (federal administrative regulations necessary for the implementation of ESEA)

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The following publications are available through:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802
(916) 445-1260

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

CONSOLIDATED APPLICATION PROGRAM DOCUMENTS

School Program Development Manual for Schools Funded Through the Consolidated Application, 1980-81 (1980) ($1.50)

District Master Plan for School Improvement, 1979 ($1.50)

Common Pages: Forms and Instructions (no charge)

School Plan, Option I: Forms and Instructions (includes instructions for Option III) (no charge)

School Plan, Option II: Forms and Instructions (includes instructions for Option III) (no charge)

State Preschool: Guidelines for California State Preschool Programs (1979) ($1.50)

Bilingual Bicultural Education: Bilingual Education Services Guide (1980) ($1.25)

Guide for Assessing Program Compliance with State and Federal Regulations, 1980 (no charge for single copies)

Assistance Guide for Forming Program Review Consortia (1978) (no charge for single copies)

Handbook for Assessing an Elementary School Program, 1980 ($1.50)

Handbook for Planning an Effective Reading Program (1979) ($1.50)

*Planning Handbook (1978) ($1.50)

Guide for Ongoing Planning (1977) ($1.10)

*Discussion Guide for the California School Improvement Program (1978) ($1.50)

*Establishing School Site Councils (1977) ($1.50)

Planning for Multicultural Education as a Part of School Improvement (1979) ($1.25)

*Putting It Together with Parents (1979) ($0.85)

*Instructional Grouping Practices Related to Student's Special Needs (1979) ($1.50)

Pupil Personnel Services: Needs, Problems, a Plan for Solutions (1975) ($1.65)

*Also available in Spanish at the same price.

CURRICULUM FRAMEWORKS

(See Selected Publications for a more complete list of curriculum materials.)

Art Education Framework (1971) ($ 0.85)

California Curriculum Frameworks: A Handbook for Production, Implementation, and Evaluation Activities (1977) ($0.85)

Drama/Theatre Framework for California Public Schools (1974) ($ 1.05)

English Language Framework for California Public Schools (1976) ($ 1.50)

Foreign Language Framework for California Public Schools (1972) ($ 0.85)

Health Instruction Framework for California Public Schools (1978) ($ 1.35)

Mathematics Framework for California Public Schools (1975) ($ 1.25)

Physical Education Framework for California Public Schools (1973) ($ 0.85)

Framework in Reading for the Elementary and Secondary Schools of California (1973) ($1.25)

Science Framework for California Public Schools (1978) ($ 1.65)

Social Sciences Education Framework for California Public Schools (1975) ($1.10)

GENERAL

Handbook for Reporting and Using Test Results (1976) ($8.50)

†Students' Rights and Responsibilities Handbook (1978) ($1.50)

Handbook Regarding the Privacy and Disclosure of Pupil Records (1978) ($0.85)

Site Management (1977) ($ 1.50)

California School Accounting Manual (1978) ($1.65)

California School Effectiveness Study (1977) ($0.85)

California Private School Directory (1980) ($5.00)

California Public School Directory (1979) ($11.00)

List of selected publications of the State Department of Education (no charge)

Rosaler, Jean, How to Make the Best School Site Council in the World (1979) (No charge to schools and other public agencies in California)

Improving the Human Environment of Schools: Problems and Strategies (1979) ($2.50)

†Also available in Spanish at the same price.

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